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ABSTRACT

Career education is an attempt to conceptualize the whole program of education as a single developmental process--which has as its primary focus the individual and his development as a contributing member of society. It is intended to provide an educational process for all students to help them: (1) develop self-awarness, (2) develop positive attitudes toward the "world of work", (3) explore occupational opportunities, (4) develop entry level employment skills, and (5) adapt to a constantly changing society. The basis for a year round program of individualized career education stresses a curriculum based on: behavioral objectives, a system of 15 occupational clusters which represent the entire world of work, and career-oriented guidance and counseling for all individuals at each stage of their career development. The stages of career development begin with early childhood and continue through adult life and can be identified as: awareness; self-appraisal; understanding of concepts and principles pertaining to the economic system; orientation, exploration, and work experience in the broad occupational clusters; special occupational preparation, post-secondary, vocational, technical, or paraprofessional education; college preparation; and continuing career education. (Author/BP)

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OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF ILLINOIS
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POSITION PAPER

ON

"CAREER EDUCATION"

As It Relates To

ACTION GOALS FOR THE SEVENTIES: SUBSTANTIVE GOALS

"The educational system must provide every student with opportunities in training for the world of work."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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September, 1972

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What is Career Education?

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The term "career education" is not new. However, the career education concept, which is in an evolutionary stage of development, seems to mean different things to different people. Basically, it is an attempt to conceptualize the whole program of education (curriculum, instruction and guidance) as a single developmental process -- one that prepares each individual for his role in society. It is a conceptual approach to the development of a comprehensive program of education focused on understanding the importance of careers and career development tasks. It is an attempt to restructure our traditional education process from one that is subject-centered to one that is student-centered.

Career education is <u>not</u> general, academic, or vocational education; rather it encompasses and permeates them all. It is a life-long process (kindergarten through adult and continuing education) that is geared for preparing all individuals for a meaningful and productive career(s). It is an attempt to maximize the options available to all individuals at any time in life. Career education promises a "skill to sell" at whatever time a person decides to end his formal education process.

Career education is not a specific program or curriculum and yet it requires a contribution from every teacher to explain the career implications of traditional subjects. Career education is a task-oriented approach to achieve individual behavioral or performance objectives based on career-oriented goals. It has as its primary focus the individual and his development as a contributing member of society.

Career Education - Its Purpose

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The intended purpose is to move the educational experience from an awareness of one's self, a broad understanding of play and work, exploration and classification of concrete things, to the ability to understand the relationship between a student's possible role in society and the educational process. The continuing purpose is to use the natural motivation and tendencies of children to explore the "world of work" so as to form a base of knowledge for developing realistic attitudes and understanding about the occupational roles that people perform.

Career education is to prepare students to become properly and usefully employed upon graduation from high school or to continue their education. The student must be equipped occupationally, academically and emotionally to spin off from the system at whatever point he chooses -- whether at age 16 as a carpenter apprentice, or at age 22 as a classroom instructor or at age 50 as a newly trained practical nurse.

In summation, career education is intended to provide an educational process for all students to help them (1) develop an awareness of one's self, (2) develop positive attitudes toward the "world of work," (3) explore occupational opportunities, (4) develop entry level employment skills and/or preparation for additional education, and (5) adapt to a constantly changing society.

Components of Career Education

Career education is designed to allow students to pursue an individualized, year-round program. The awareness, exploration, orientation

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and preparatory process is individually geared around a system of occupational clusters (15) which represent the entire world of work. Students are encouraged to prescribe a plan of self study to explore as many clusters as desired and to the degree determined by self-interest.

Career education is based on behavioral objectives. A curriculum based on task-oriented activities and behavioral or performance objectives with career-oriented goals is the developmental process whereby students prepare for living. Objectives are based on the student's understanding of himself in relation to his environment -- his family, community and the world of work that surrounds him.

Career-oriented guidance and counseling for all individuals at each stage or level of their career development -- to satisfy their personal and career development needs, interests, and aptitudes -- is a necessity. Such a program cannot have built-in biases as to occupations and their relative status in society but must be based and focused on an individual's needs and abilities tempered by his interests.

A structured guidance program to provide direction and motivation to all students at each level of their sequential educational process of development is necessary to assist them in achieving their career objective.

Career Education in a Conceptual Construct

There are several generally accepted stages or levels of individual growth and development in the educational process. For the concept of

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career development to be implemented as an integral part of the educational process, certain educational experiences should be provided at different levels. It is believed that each succeeding level should build upon the preceding level and reinforce the learnings already acquired, therefore, continuity in curriculum planning must be a major concern to program planners. Unless adequate foundations are laid at each stage of development, students will be handicapped in their ability to function properly in the succeeding stages.

A logical approach to career development must start at the very beginning of the educational process in early childhood and extend through the productive life of adults. The different stages or levels of career development generally can be identified as:

(1) Awareness - Awareness of one's self in terms of his own activities and environment with the primary focus placed on the world of work that surrounds him.

(2) Self-appraisal - Self-appraisal as a basis for developing self-understanding of the significance of play and work in the daily life of each individual.

(3) Understanding of concepts and principles pertaining to the economic system and the functioning of society - Reasons why people are expected to work, the rewards (both individual and as part of a society) that can be expected from productive employment, and the importance of sound career

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decisions as to appropriate occupational choices for each individual.

(4) Orientation to, exploration of, and work experience in the broad occupational clusters - Appropriate educational experiences that will enable each individual to formulate his own occupational preference and make definite decisions leading to special or specific occupational preparation. The desired experiences will be provided in a variety of ways, including laboratory exercises, role playing, field observations, simulated work experience in the school laboratory or shop, actual work experience in a business or industry, and other appropriate activities.

(5) Special or specific occupational preparation - Occupational preparation which will lead to immediate employment at high school completion, or to further education at the post-secondary education level.

(6) Post-secondary vocational, technical, or paraprofessional education - Special or specific occupational preparation which begins in high school and will lead to employment needing less than the baccalaureate degree.

(7) College preparation leading to the baccalaureate degree - A clearly defined preparation program which will lead to employment in professional occupations requiring the baccalaureate degree.

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(8) Continuing career education - An adult and continuing education program for everyone who needs occupational upgrading, refreshing, or retraining, as a basis for successful and satisfying employment, including high school, post-secondary, and higher education graduates and drop-outs.

Career Education: Implications for OSPI

Action Objective #2: By 1975, provide occupational information for elementary school pupils and career education for all students in high schools, post-secondary schools, and four-year institutions.

APPENDIX

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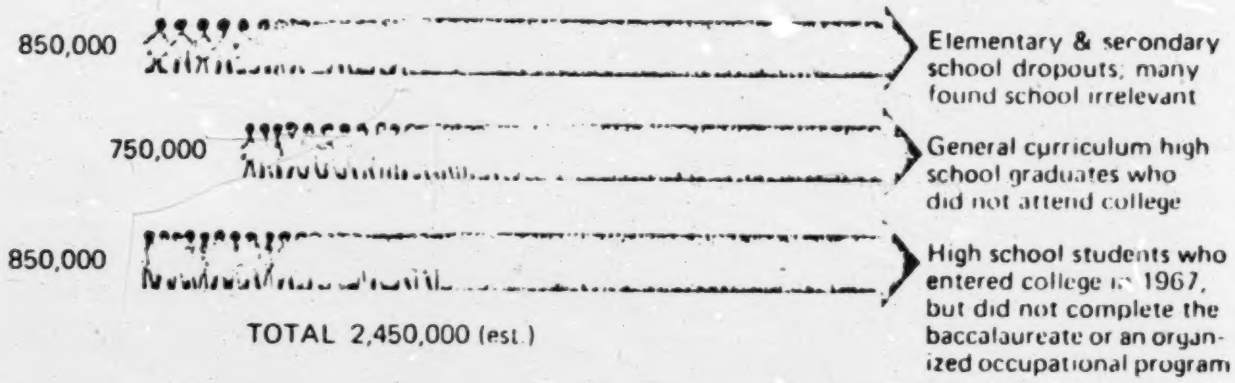
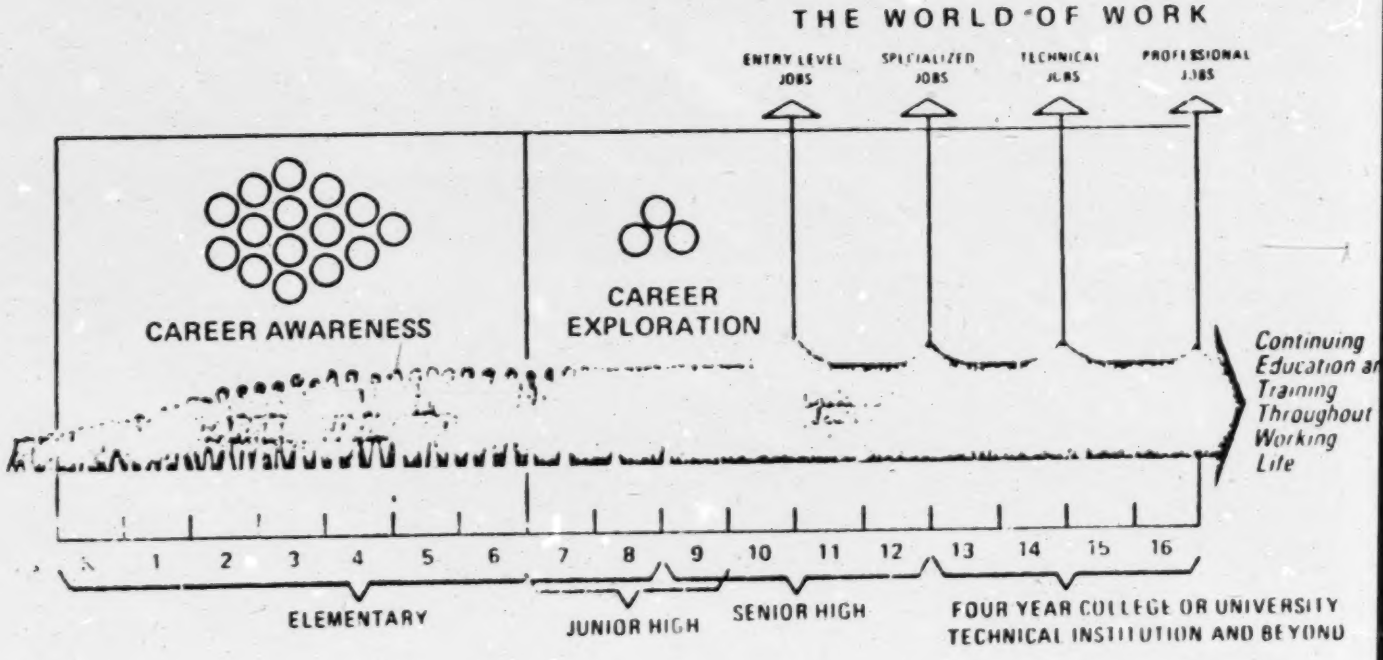
Nearly 2.5 million students leave the formal education system of the U.S. each year without adequate preparation for careers. In 1970 - 71, there were:


850,000
Elementary & secondary school dropouts, many found school irrelevant
750,000
General curriculum high school graduates who did not attend college
850,000
High school students who entered college in 1967, but did not complete the baccalaureate or an organized occupational program
TOTAL 2,450,000 (est.)

A SOLUTION...

An Example of a ***CAREER EDUCATION*** Model



EXISTING EDUCATIONAL SYSTEM

College Preparatory 20% of students	General Education 65% of students	Occupational Education 15% of students
80% of Funds Expended	20% of Funds Expended	

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College Prep 15% to 20%	Education for Occupational Selection
	Reallocation of Funds

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and
Media

Health

Marine Science

Agri-business
and
Natural
Resources

Hospitality
and
Recreation

Transportation

Public Service

Personal Services

Fine Ar
and
Humanit

Business
and
Office

Manufacturing

Consumer
and Homemaking
Education

Environment

Construction

Marketing
and
Distribution

ey to Occupational Clusters
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